

# STAAR Alternate 2 Spring 2015 and 2016

## Grade 4 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p><b>Understanding and Analysis Across Genres:</b> The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>(4.2) Reading/Vocabulary Development.</b>            Students understand new vocabulary and use it when reading and writing. (Readiness Standard)</p> <p><b>Essence Statement</b>            Identifies new vocabulary words using a variety of strategies.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(4.4) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies the structure and elements of poetry.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(4.6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting)</p> <p><b>Essence Statement</b>            Identifies plot and character interaction in literary texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(4.14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. (Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes that literary media conveys meaning.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(4.19) Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills</p>	<p><b>Knowledge and Skills Statement</b>  <b>(4.10) Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies topic and author's purpose in informational texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(4.11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences, and draw conclusions about expository texts and provide evidence from text to support their understanding. (Readiness and Supporting)</p> <p><b>Essence Statement</b>            Identifies the main idea and supporting details in informational texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>4.13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes sequence and uses factual information from graphic features in procedural texts.</p>

in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. (Readiness and Supporting Standard)

**Essence Statement**

Uses a variety of strategies to demonstrate comprehension of literary texts.